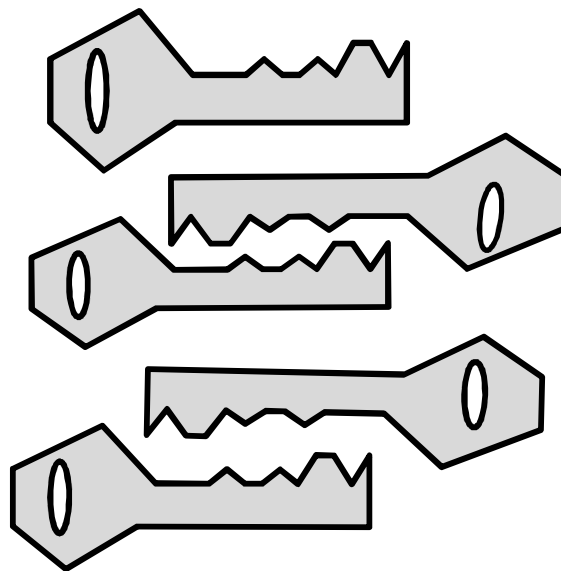


# **AVP SYDNEY**






## **AVP YOUTH HELP INCREASE PEACE PEACE LEADERSHIP NSW**





## **Advanced Topic Workshop – TRAUMA AWARENESS**

# Sample Agenda for Trauma Awareness Topic Advanced


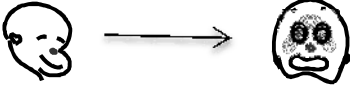

## Session 1

1. Welcome & Introduction to Facilitators
2. Connection  My name is.....one thing in my life that has added to my resilience/resilient spirit.
3. Agenda
4. Special Name Game *See Sydney Concise Manual*
5. What's a Topic Advanced Workshop  
note this is not a consensus advanced workshop and does not replace the need for a more typical consensus advanced workshop.
6. The Storm *See in activities below* 
7. Lift  Here I Sit *see Sydney Concise Manual*
8. R U Listening?? *See in activities below* 
9. Ways of Listening *See in activities below*
10. Reflection 
11. U choose!!!!
12. Closing


## Session 2

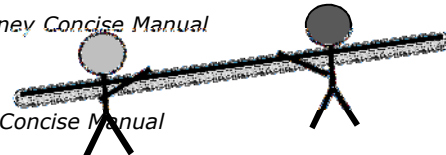
1. Welcome Back!
2. Connection  My special name is.....one word that describes trauma to me is.....
3. Agenda
4. Let's Get Physical *See in activities below*
5. Circle Game *see Sydney Concise Manual*
6. Lift  It's not Easy Being Green *see Sydney Concise Manual*
7. Reflection & Closing

### Session 3


1. Welcome Again!
  2. Connection  My special name is.....Something I have noticed about my response to trauma
  3. Agenda
  4. SUDS *See in activities below*
  5. Keys to Transforming Power Remembered *see Sydney Concise Manual*
- 
- Note: The topic is -*  
*How Transforming Power relates to Truama*  
*Can also add journaling to this activity*
- 
6. Join me on the Line or Cyclonic Sharing *See in activities below*
  7. Afternoon Break

### Session 4

1. Welcome Again!
2. Agenda
3. Safe Place *See in activities below or similar activity*
4. Agenda
5. Dial Back *See in activities below*
6. Lift  Limbo Line or Shake Rattle & Roll *see Sydney Concise Manual*
7. Sculpture *See in activities below*
8. Reflection & Closing Rainstorm *see Sydney Concise Manual*





### Session 5


1. Welcome to Day 2
2. Welcome Stretch or Wake up the Jungle *see Sydney Concise Manual*
3. Agenda
4. Connection  My special name is.....A strength I have gained from trauma is.....
5. River of Life Drawing *See in activities below*
6. My Story Your Listening Participants tell some of their story for 15 minutes  
*see Sydney Concise Manual - Three Reflections: Listening Request*
7. Reflection & Closing



## Session 6

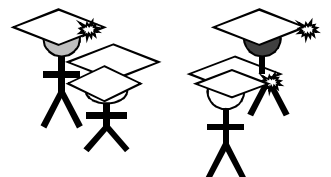
1. Welcome Again
2. Connection  My special name is...  
Why trust is important to me.....
3. Agenda
4. Past Present and Future - River of Life *See in activities below*
5. Reflection & Closing 

## Session 7

1. Welcome Again!
2. Connection  My special name is .....A time someone  
else's trauma impacted me.....
3. Agenda
4. Speak Out *See in activities below*
5. Afternoon Break

## Session 8

1. Welcome Again!
2. Connection  My special name is... How I can be of value  
to my community.....
3. Agenda
4. Tree of Trust *See in activities below*
5. Three Wishes *see Sydney Concise Manual*
6. Ungathering Something I have learnt from this workshop and  
how I am going to look after my learning
7. Where to From Here
8. Graduation
9. Reflection & Closing Web and/or Snail  
*see Sydney Concise Manual*



## Guidelines for debriefing in the workshop

Allow time for participants to think and answer.  
Do not jump in if there is silence.

**What comes up in the debriefing is the critical part**

**Most important is that participants have time to work with their own process.**

**They will come to the insights that are right for them.**

During this Trauma Awareness Workshop the debriefing is mainly  
to invite the participants to speak about their creation or writing  
or to invite them to share

*eg. ask the group*

- *How was that activity for you?*
- *Is there anything any one would like to say?*

However, if there are activities where participants may benefit from a supportive community debriefing then the restorative questions can be clarifying and healing.

### RESTORATIVE PROCESSING QUESTIONS

1. <b>What happened for you?</b>	PAST
2. <b>What was the hardest thing about that for you?</b>	PRESENT
3. <b>Is there anything you would do differently next time or in the future?</b>	FUTURE

# **Resources for the Trauma Awareness Topic Advanced**

## **Connections - speaking and listening topics**

## **Activities listed in alphabetical order**

## **Connections – speaking and listening topics**

- A word that describes Trauma to me
- One thing in my life that has added to my resilience/resilient spirit
- Something I have noticed about my response to Trauma
- A strength I have gained from Trauma
- Why trust is important to me
- How I can be of value to my community
- A time somebody else's trauma impacted me
- A time I listen to someone else
- Two words for how I feel right now
- One person I trust and why
- Things I respect in myself are.....
- A person I admire and why
- Ways I take care of myself
- Qualities I look for in a friend
- A positive influence in my life right now is.....
- An important lesson I have learnt in my life
- A time I did the right thing even though I felt fear
- Part of me I really want to change
- If all of me had to change except one thing it would be.....
- A time I felt really happy was.....
- Ways other people can support me
- One thing I want to accomplish in the next year
- What story in my life would I like to rewrite
- What is the one thing I do not want to talk about
- I feel a sense of love and belonging when .....
- A way I deal with my vulnerability
- A time when my perfectionism became healthy striving or when my healthy striving became perfectionism
- A time my vulnerability embarrassed me
- I am worthy because .....
- One thing in my life that has added to my resilience/resilient spirit

*AVP Sydney Concise Manual, Jan 2012*

## ARE YOU LISTENING?

- Purpose:** To become more aware of effective listening by looking with humour at ineffective listening through role play.
- Time:** 15 minutes
- What you need:** Participants seated in a semi circle with the reader facilitator in the middle.  
Three empty chairs face the semi circle.  
A very boring passage to be read by a facilitator throughout the activity.  
Flashcards, enough to have one listening type written on each card.
- Possible listening types could be:
- Bored Listening
  - Anxious Listening
  - Distracted Listening
  - Relaxed Listening
  - Engaged Listening–I can't wait to hear the end of this!!
  - Want-to-Listen – but-I'm-Falling-Asleep Listening
  - Want-to-Listen–but-Need-to-Go-Listening
  - Don't Want-to-Listen–and-Need-to-Go-Listening
  - Angry Listening – YEAH, YEAH, I'M LISTENING!!
  - Horrified Listening
  - I Wanna Talk Too Listening
  - Interrupting Listening
  - Give Advice Listening
  - Tell-A-Better-Story Listening
  - Judgemental Listening
  - Expressing Personal Opinions Listening.
- Hoover N. Trauma Healing: Advanced Workshop Manual*
- How it's done:** The flashcards are handed out randomly to the participants.  
Each participant takes turns to go to one of the three chairs and role play the listening type they have been given. When finished, they return to their chair and give their card to another participant until all participants who want to have had a turn.
- Debriefing:** Ask participants – What's happening for you right now? (What's on Top?) or How was that activity for you?



## CYCLONIC SHARING

- Purpose:** To identify actions or ways that each individual uses as a resource and to ground themselves when anxious or stressed. To share this to the group.
- Time:** 15 – 20 minutes
- What you need:** Groups of 7-8 in a circle
- How it's done:** Each person shares something they use as a resource that works well to relax or nourish them. They start with a designated person who shares their resource and then it passes to the person on their right (anticlockwise) if in the southern hemisphere - to their left (clockwise) if in the northern hemisphere. This continues around and around the circle for 10-20 minutes.
- Debriefing:** Ask participants – How was that?

## DIAL BACK - RESOURCING AND PENDULATING

- Purpose:** To practise being at the learning edge of our trauma and moving from there to a resourced or grounded place. This when done a number of times can become a resource in itself, assisting us to restructure the framework around our trauma.
- Time:** 30 minutes
- What you need:** Participants in pairs.
- How it's done:** The first participant in each pair is requested to observe their partner looking for the signs of physical release while their partner thinks of a difficult time they have experienced. Do this for 4 minutes and then the observer speaks about what they observed
- Swap roles and repeat.

Now each participant finds something that they want to use as a resource. It may be something physical in the room or a plant or object outside the room. It could be something imaginary or a ring they wear. Something that they can relate to.

Ask the participants to notice the size and shape of their object, the colour, any smell or sound the object has. Ask them to feel 'into' the object, what it's surface is like to touch, its temperature. Sometimes they can almost feel as though they are the object itself.

When the participants seem to have found this thoroughly then invite them to revisit the place of difficulty they had sat with in the first part of the exercise. Have them sit with that for as long as they feel is helpful and then bring their awareness back to their resource. This is repeated at least twice more.

This process back and forth is called Pendulating.  
*Note - this is a technique used for grounding and resourcing which can be used at any time in our lives.*  
Somatic Experiencing – Peter Levine

**Debriefing:** Ask participants – How was that for you?

## **Join me On the Line**

**Purpose:** To identify actions or ways that each individual uses as a resource to ground themselves when anxious or stressed. To share this to the group.

**Time:** 15 – 20 minutes

**What you need:** Participants standing on a line on one side of the room (can be done outside)

- How it's done:** One participant shares something they use as a resource and then walks to the other side of the room and turns to face the rest of the participants.
- Other participants who also use that or a similar resource move towards the other side of the room. They go as far as they use or value that resource.
- Each participant checks out where each other is standing and then all return to the original side of the room.
- Another participant then starts the process anew. This continues till all participants have shared.
- Debriefing:** Ask participants – How was that?

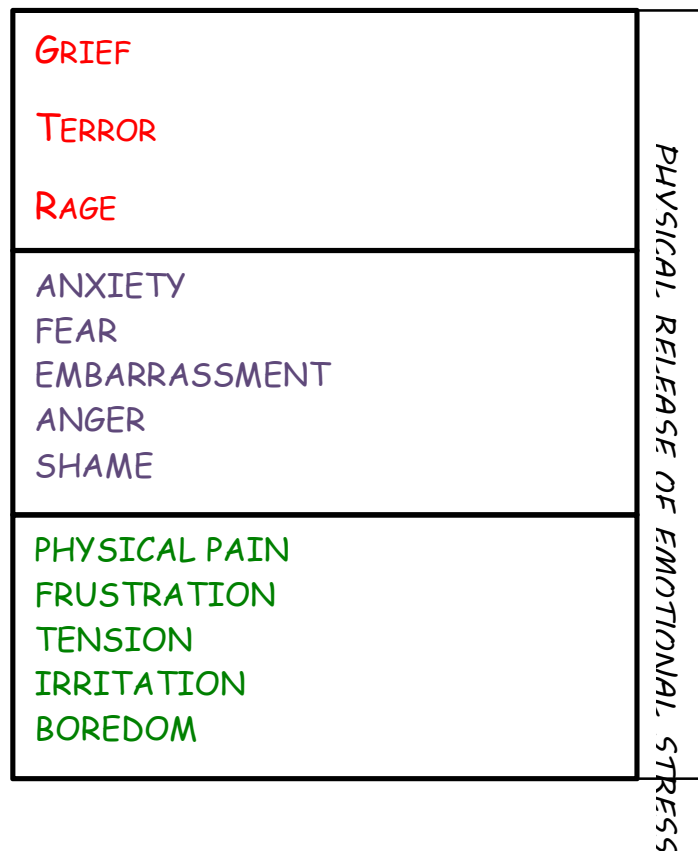
## LETS GET PHYSICAL

- Purpose:** To notice how we physically react to and release our emotional stress.
- Time:** 20-30 minutes
- What you need:** Participants seated in a circle.  
Flashcards - enough to have one physical release behaviour written on each card. Have spare flashcards for new any ideas which may come from the participants.

Possible words for flashcards:

Misbehaving	Stretching	Cold Sweat
Trembling	Laughter	Shivering
Urinating	Yawning	Violent
Movement	Angry Noises	Disruptive
Warm Sweat	Scratching	Crying
Becoming Silent		
Disengaging	Sobbing	Feeling hungry
Tears		

## Poster of Emotional Stress Levels



### How it's done:

The poster is placed face down in the centre of the circle. The physical release cards are arranged around the poster also face down.

In turns the participants turn over and read out the flashcards.

Facilitator then turns the poster over and asks participants to find flashcards that relate into the lower section (Boredom, etc.) and place them on the poster.

Then move to the middle section and place relating flashcards on the poster. Some of the cards may need to come out of the previous section.

Then move to the high section and repeat the process.

There may be considerable discussion and some extra physical releases may be added by the participants (use blank flashcards)

### Debriefing:

Ask participants – Is there anything anyone has to say at this point?

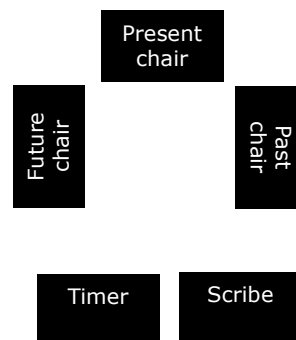
## PAST PRESENT AND FUTURE

**Purpose:** To find a perspective of the flow of our lives, how we can integrate our past present and future.

**Time:** 60-90 minutes

**What you need:** Groups of 4. It is important that a facilitator is in each group. If necessary have larger groups so this is possible.  
Note - Each participant and Facilitator needs to have has drawn a River of Life Drawing.

**How it's done:** For each group, provide five chairs.  
One chair is the designated as the 'present',  
the one to the left of the 'present' chair is the 'past',  
the one to the right is the 'future'.  
  
The three chairs are are placed at right angles to each other.



### Phase 1

One participant starts their process by sitting in the 'present' chair (centre) with their River of Life Drawing on the floor in front of them.

A second group member becomes their partner and sits in the 'past' chair representing the first participant's child.

A third group member becomes the scribe if required and the fourth member is the timer (it is critical that times are evenly shared in this activity)

The first participant then speaks to their "child" represented by their partner in the 'past' chair.

They spend 5 minutes thanking/acknowledging their "child" for all the strengths and gifts that have helped them to survive and get where they are today.

The scribe, as best as they can, takes notes in the first participant's own words. The partner, now swaps places with the first participant. The first participant is now sitting in the 'past' chair and the partner is sitting in the 'present' chair.

The scribe's notes are then handed to the partner.

The partner then speaks to the first participant repeating with honour all that the first participant said. This is for no longer than 5 minutes

#### Phase 2

The first participant now moves into the 'future' chair. The partner stays in the 'present' chair and returns the notes to the scribe.

The first participant now speaks to their partner in the 'present' chair, and tells them of all the strengths and gifts that they have that have helped them to survive and get to where they now are in the future. (5 minutes)

Again the scribe takes notes in the first participant's own words.

The partner and first participant swap places. The first participant is now in the 'present' chair and the partner is in the 'future' chair. The partner then repeats with honour all that the first participant said (up to 5 minutes)

The first participant may choose to share what has come up for them in that activity before moving on.

This process is repeated for each participant in the group. The roles are rotated each time.

*Note 1 - It is usual for the facilitator to be the last so that if timing has been challenging they may choose not to have their turn.*

*Note 2 – Due to the nature of this activity the groups may have staggered finishing times.*

*When finished, each group goes to a whole group break. When the group convenes for the next session a debriefing may occur if needed.*

**Debriefing:** Ask the participants - Is there anything anyone has to say at this point?

## **RIVER OF LIFE DRAWING**

**Purpose:** To look at our life, its ups and downs, and think of them in the context of our whole existence.

**Time:** 50-70 minutes

**What you need:** Paper, markers, pens, crayons, pencils, possibly collage materials, glue.  
Participants in a circle and the resources are in the center of the circle

**How it's done:** Think about your life as a river and represent this river on your page. Start the river from your birth and let the river flow until you are 120 years old. On this river draw events both positive and negative, that have shaped who you understand yourself to be.

There may be people along your river or places or songs or events.

You may choose to add words or you may choose to have only words.

This activity is done in silence. Be prepared to share some of your story in a small group.

**Debriefing:** What happened?  
What was the hardest thing for you?  
Is there anything you would have wanted to do differently?

## SAFE PLACE

<b>Purpose:</b>	To assist participants to explore what they would identify as a safe place for themselves. This could be imaginary or real. To explore how this resource may be used to go within one's self when things are difficult.
<b>Time:</b>	20-30 minutes
<b>What you need:</b>	Markers, crayons, pencils and paper. A guided visualisation script. One example is below.
<b>How it's done:</b>	Ask the participants to find a comfortable position by themselves either lying down or sitting. Request that they close their eyes. The facilitator slowly and calmly reads the visualization.
<b>Debriefing:</b>	Ask participants – Is there anything anyone has to say at this point.

### A Sample script

*We are going to close our eyes and get into a comfortable position where we are not touching anyone else. If you need to change your position during this process you may do so. Just be aware not to disturb others.*

*Take three deep breaths.....  
We are going to take a walk in our minds through the bush/rain forest. You know the track. You can see it clearly. You feel very safe here.....*

*After a little while you come to a beautiful clearing. The grass/sand is soft. In this clearing you find a really safe place. This place could be a little house or shelter. This place could be a rock or some stones. This place could be a tree or a bush.....*

*Whatever this place is for you it is uniquely yours. It is where you go when you become aware that a huge storm is building in the sky. Lightning flashes. The noise of thunder is all around. You watch the trees. They bend and sway in the wind and rain. They have deep strong roots into the ground. You become aware that you are also deeply rooted and grounded in the land. The storm rages all about you. Your feeling of safety and stability holds and enfolds you.....*

*You can hear the rain on the leaves. You can feel the wind all about you. The sky is lit up with the lightening. The thunder is rolling around the trees. All the while you are safe and protected in your special place.....*



*This is a place safe enough to think about the difficult things that happen in our lives.....This is the place where we can know our disappointment and anger, ..... our sadness and our fears*

*.....*

*This is the place where we can ask all our unanswered questions.....*

*Slowly the storm moves on. The clouds move away from the sun. You can see through the sky to the clarity and endlessness of open space. Notice the colours and the sounds that surround you. Notice if you want other people to be in your place or whether it is a place to be alone. This is your place. You can come to this place anytime you wish.....*

*When you are ready, start to become aware of the room around you..... Open your eyes and come to a sitting position.....*

*You are going to draw a picture of your place. When you have finished your drawing think of three words about your place and write them on the picture.*

## **SCULPTURE**

**Purpose:** To represent a positive outcome from a difficult situation using a body sculpture. This activity is a way to remember and give honour to that outcome.

**Time:** 50-65 minutes

**What you need:** Participants seated in a circle.

**How it's done:** Participants think of a difficult circumstance in their lives and find an outcome or result that has in some way been a positive learning for them.

This activity is done in silence

Each participant in turn sculpts this positive learning using other participants. They indicate to the other participants where to stand, what position to be in, facial expressions etc. Slowly their sculpture is built and they can then see it from afar.

When they are finished they thank their team and everyone returns to their seats.

This continues until every participant has taken a turn.

**Debriefing:** What happened for you in this sculpture?  
What was the hardest thing for you?  
Is there anything you would have wanted to do differently?

## **SPEAK OUT**

**Purpose:** To recognise secondary trauma and have a chance to speak out what was not said at the time.

**Time:** 15 minutes

**What you need:** Participants seated in a circle

**How it's done:** Participants have a brief discussion on secondary trauma, introducing the concept and hearing from participant, who wish to share how this has impacted their lives. 10 minutes

Each participant thinks of a time they have experienced a secondary trauma and what they would liked to have said at the time.

Simultaneously each participant stands and says to their outstretched hand what they would have liked to have said at that time. They repeat this phrase over and over to their hands as they walk to the centry of the circle.

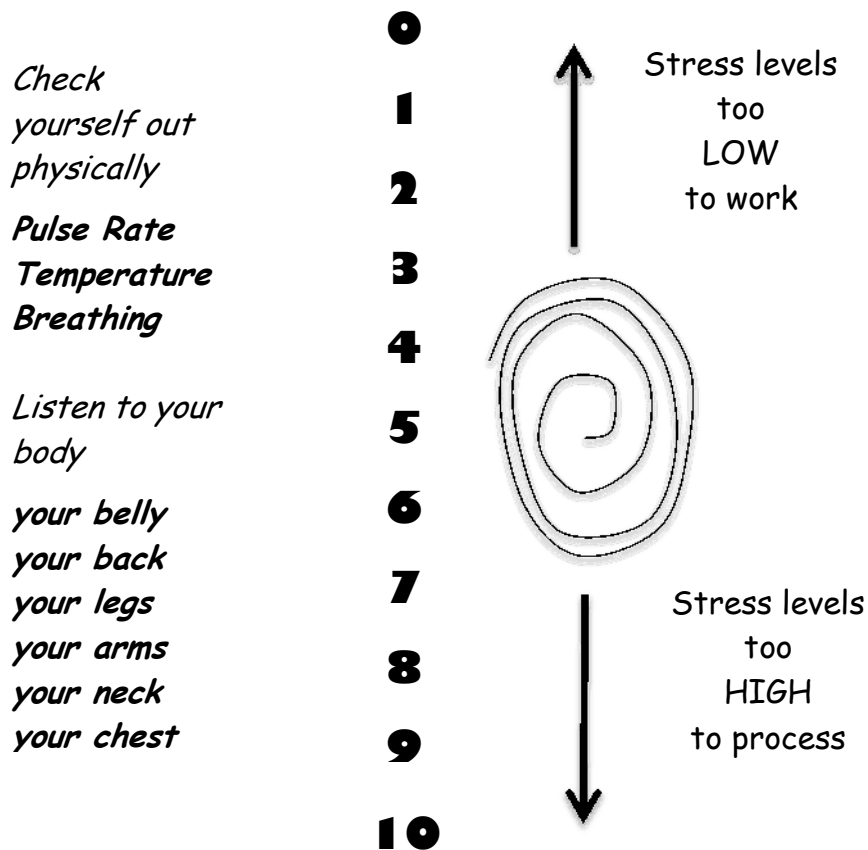
*Note - This often becomes a loud exercise as voices express the emotions of the past.*

**Debriefing:** What happened?  
What was the hardest thing for you?  
Is there anything you would have wanted to do differently?







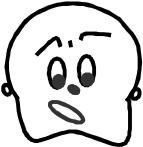


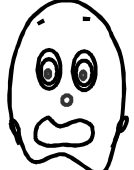

## SUDS

<b>Purpose:</b>	To introduce the concept of levels of response to stress and trauma through the Subjective Units of Distress Scale (SUDS).
<b>Time:</b>	20-30 minutes
<b>What you need:</b>	Poster for the SUDS. Handout of SUDS (There are many versions of this). A scary video segment eg. trailer of Jaws movie A separate room with seating that can be darkened. Audio visual equipment set up to play the video.

## SUDS



## SUDS Scale.

	0	Peace Serenity No anxiety about any particular issue
	1	No acute distress and feeling basically OK If you took special effort you might feel something unpleasant but not much
	2	A little bit upset, but not noticeable unless you really pay attention to your feelings and then realize, "yes" there is something bothering me.
	3	Mildly upset Worried Bothered to the point that you notice it.
	4	Unable to easily ignore an unpleasant thought You can handle it OK but don't feel good
	5	Moderately upset Uncomfortable Unpleasant feelings manageable with some effort
	6	Feeling distressed to the point that you begin to think something ought to be done about the way you feel. Body tension
	7	On the edge of definitely unmanageable feelings You can maintain control with difficulty
	8	Freaking out Panic Feeling isolated or alienated
	9	Feeling desperate Unable to cope Becoming scared of what you might do Losing control of your emotion
	10	Terror Feeling unbearable Out of control Overwhelmed Incapable of carrying out activities of daily living and relating to others.

**How it's done:**

Give the participants the SUDS handout sheet for them to look at/read.

Show the SUDS poster and invite the participants to identify where they are on the continuum from 0 – 10 at present.

*RAP To be written - middle ground between keeping so safe we do not challenge ourselves or allowing our environment to trigger us to the point where we cannot process and move through our learning edges. Cuius about it.*

Then introduce that we will be having an experience in a different room that is likely to change where you find yourself on the continuum.

*Note: It is this talk that will be instrumental in raising the levels of anxiety in the participants. This warning is as important to the exercise as the video is and often is more impactful than the video*

Ask the participants to check their personal levels of physical release using the physical release poster, eg. heart rate, breathing etc. Request that the participants be responsible and if they feel they have moved towards higher areas of the SUDS scale and will not be able to process then it may be wise to leave the room. There will be some of the facilitators left in the main room to greet and debrief anyone who comes out of the video room early.

Move with the participants to the new room which is darkened for the video. Again remind them to look after themselves and constantly assess when they are on the SUDS scale. Leave some silent time in the darkened room before playing the video.

The video is played.

When participants do come out early a facilitator invites them to check in with their physical release levels eg. breathing, heart rate, etc. Then, if required, the Restorative Questions (What happened, What was the hardest part of this for you, and Is there anything you need to do right now?) would be appropriate.

After the video is finished, the participants return to the room.

**Debriefing:** Ask participants the three restorative debriefing questions.

*Variation: to be written*  
*Look at some of the neuroscience research and how the brain is proving to have far more plasticity than we had realised. How the brain changes book source*

*Memory stuff*

*Powerpoint of brain development and short circuiting*

## THE LISTENER

**Purpose:** To explore and expand our understanding of ways of listening and their purposes and effectiveness.  
To pay particular attention to the listening purpose of Listening for the other which is particularly supportive when dealing with people affected by trauma

**Time:** 10-15 minutes

**What you need:** Participants seated in a circle  
One drawing of a large ear on a poster.  
Three flashcards labelled with the purposes of listening

- Listening for myself
- Interactive listening
- Listening for the other

A list of speaking topics.

**How it's done:** Run a popcorn discussion on as many ways of listening that the group can find. Scribe them on the poster of the ear. Discussion may be generated during this brainstorm. This discussion

is important as participants explore what each type of listening is useful for.

Look at the flashcards and explore what they may mean and how each of those purposes for listening are important.

Ask the participants to match the elements from the the brainstorm to the purposes for listening

Highlight in some way the elements that match the purpose of 'Listening for the other'. This is the listening that we are particularly noticing/practicing in this Trauma Awareness Workshop.

Have participants move into triads or concentric circles. Choose a speaker and a listener and in the case of triads an observer.

The listener picks one of the ways of listening to experience. The speaker speaks on a provided topic and also experiences being listened to in this way.

Then the triad or pair debriefs what it was like to be listening in that way or being listened to in that way. In triads the observer has a vital role of objectively seeing the impact of the way of listening.

Repeat this process until all participants have had a turn at listening.

**Debriefing:**

What happened for you?

What was the hardest thing for you?

Is there anything you will do differently in the future?

## THE STORM

<b>Purpose:</b>	<p>To create a group painting representing each Participant's personal storm.</p> <p>To build community as part of providing a safe place for participants to explore their understanding of trauma.</p>
<b>Time:</b>	40-60 minutes
<b>What you need:</b>	<p>A large vinyl sheet of a very dark colour either black or dark navy (minimum 1 meter x 2 metres)</p> <p>Paint, brushes, water, sponges, palettes,.</p> <p>Facilitators will participate in the painting of the storm.</p>
<b>How it's done:</b>	<p>Participants walk in silent meditation reflecting on a personal storm for 10 minutes (an outside walk is preferable)</p> <p>During this time, the facilitators set up the paints and brushes etc. around a table with the vinyl sheet laid on the table.</p> <p>When participants return, they are asked to paint their storm on the vinyl. They may represent it in any way or through any symbols they choose. The activity is undertaken in silence.</p> <p><i>Note: it is often required that a facilitator starts the process of painting.</i></p>
<b>Debriefing:</b>	<p>Participants and facilitates in this activity are invited to share what came up for them while they are standing around the painting.</p> <p>When this is complete, they walk in a circle around the table looking at the painting from all different perspectives.</p> <p><i>Note: Don't rush this activity. It is often a deep personal exploration of the inner storms.</i></p>



## TREE of TRUST

<b>Purpose:</b>	To identify how we can contribute to the sense of safety and trust in our community.
<b>Time:</b>	30-40 minutes
<b>What you need:</b>	Participants seated in a circle A poster with a tree drawn on it with only branches Enough cut out leaves for at least one per participant (approximately handspan size) Markers and pens, tape
<b>How it's done:</b>	<p>Each participant writes/draws on their leaf ways in which they are of value to their community and ways they contribute to the level of safety and trust in their community.</p> <p>When finished, each participant returns to their seat. In turn, each participant, sticks their leaf on the tree branches and speaks, saying what their contribution to their community is.</p>
<b>Debriefing:</b>	Ask participants – Is there anything anyone has to say at this point.